

2021-2022 Kindergarten Reading & Writing Units of Study YAG

Kindergarten Digital Classroom Library

**Refer to Word Study Scope & Sequence for pacing of the Units of Study in Phonics*

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-9/24 6 weeks + 2 days	Cluster 1: Reading & Writing Foundations	Kinder: Unit 1: We Are Readers (18 sessions) <i>Cluster Pacing Guide</i>	Kinder: Unit 1: Launching the Writing Workshop: Bends I, II, IV (13 sessions) <i>Cluster Pacing Guide</i>
9/27-10/29 5 weeks	Cluster 2: Reading & Writing Foundations	Kinder: If...Then...Curriculum: Emergent Reading: Looking Closely at Familiar Texts (20 sessions) <i>Cluster Pacing Guide</i>	Kinder: Show and Tell: From Labels to Pattern Books (19 sessions) <i>Cluster Pacing Guide</i>
11/1-12/17 6 weeks	Cluster 3: Reading: Foundations Writing: Narrative	Kinder: Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power (17 sessions) <i>Cluster Pacing Guide</i>	Kinder: Unit 1: Launching the Writing Workshop: Bend III (6 sessions) Kinder: Unit 2: Writing for Readers (20 sessions) <i>Cluster Pacing Guide</i>
1/4-2/4 5 weeks	Cluster 4: Reading: Foundations Writing: Informational	Kinder: Unit 3: Bigger Books, Bigger Reading Muscles (19 sessions) <i>Cluster Pacing Guide</i>	Kinder: Unit 3: How-to Books: Writing to Teach Others (19 sessions) <i>Cluster Pacing Guide</i>
2/7-3/18 5 weeks	Cluster 5: Reading: Multiple Genres Writing: Opinion	Kinder: Unit 4: Becoming Avid Readers <i>Includes Poetry</i> (18 sessions) <i>Cluster Pacing Guide</i>	Kinder: Unit 4: Persuasive Writing of All Kinds (19 sessions) <i>Cluster Pacing Guide</i>
3/21-4/14 4 weeks	Cluster 6: Reading: Fiction & Drama Writing: Narrative	Kinder: If...Then...Curriculum: Readers Get to Know Characters by Performing Their Books (14 sessions) <i>Cluster Pacing Guide</i>	Kinder: If...Then...Curriculum: Crafting Stories Using All We Know About Narrative Writing (12 sessions) <i>Cluster Pacing Guide</i>
4/19-5/20 5 weeks	Cluster 7: Informational & Research	Kinder: If...Then...Curriculum: Growing Expertise in Little Books: Reading for Information (18 sessions) <i>Cluster Pacing Guide</i>	Kinder: If...Then... Curriculum: Writing All-About Books (15 sessions) <i>Cluster Pacing Guide</i>

Kindergarten Reading and Writing Scope and Sequence

Shared Reading

Shared Reading: The following TEKS can be explicitly taught through **Shared Reading** and reinforced through whole group and small group instruction during the literacy block. TEKS will be selected based on the skills the Shared Reading book elicits, as well as student needs. **K-1 Literacy Block Structures**

K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Phonological Awareness:

K.2(A)(i) demonstrate phonological awareness by: identifying and producing rhyming words

K.2(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound

K.2(A)(iii) demonstrate phonological awareness by: identifying the individual words in a spoken sentence

K.2(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words

K.2(A)(v) demonstrate phonological awareness by: blending syllables to form multisyllabic words

K.2(A)(vi) demonstrate phonological awareness by: segmenting multisyllabic words into syllables

K.2(A)(vii) demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words

K.2(A)(viii) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words

K.2(A)(ix) demonstrate phonological awareness by: manipulating syllables within a multisyllabic word

K.2(A)(x) demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes

Phonetic Knowledge:

K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent

K.2(B)(ii) demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words

K.2(B)(iii) demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap

K.2(B)(iv) demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list

Print Awareness:

K.2(D)(i) demonstrate print awareness by: identifying the front cover, back cover, and title page of a book

K.2(D)(ii) demonstrate print awareness by: holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep

K.2(D)(iii) demonstrate print awareness by: recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries

K.2(D)(iv) demonstrate print awareness by: recognizing the difference between a letter and a printed word

K.2(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters

Cluster 1: Reading & Writing Foundations
Writing District Snapshots

		Reading			Writing
Cluster 1: Reading & Writing Foundations Suggested Pacing: 8/12-9/24 6 weeks +2 days	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.2(A)(i) demonstrate phonological awareness by: identifying and producing rhyming words		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent		K.10(C) revise drafts by adding details in pictures or words;	
		K.2(D)(i) demonstrate print awareness by: identifying the front cover, back cover, and title page of a book		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
		K.2(D)(ii) demonstrate print awareness by: holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep		K.10(E) share writing	
		K.2(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre	

				characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		<i>*Essential</i>	K.11(A) dictate or compose literary texts, including personal narratives
	K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		<i>*Essential</i>	K.11(B) dictate or compose informational texts
Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
	K.5(D) create mental images to deepen understanding with adult assistance			
	K.5(E) make connections to personal experiences, ideas in other texts, and society with adult assistance			
<i>*Essential</i>	K.5(F) make inferences and use evidence to support understanding with adult assistance			
<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance			
Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
	K.6(A) describe personal connections to a variety of sources			
	K.6(D) retell texts in ways that maintain meaning			

		K.6(E) interact with sources in meaningful ways such as illustrating or writing	
Knowledge & Skills		K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		K.8(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
		K.8(C) discuss main characters in drama	
Knowledge & Skills		K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		K.9(A) discuss with adult assistance the author's purpose for writing text	
		K.9(D) discuss with adult assistance how the author uses words that help the reader visualize	
		K.9(E) listen to and experience first- and third-person texts	
Knowledge & Skills		K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		K.1(B) restate and follow oral directions that involve a short, related sequence of actions	
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	

Cluster 2: Reading & Writing Foundations
Writing District Snapshots

		Reading			Writing
Cluster 2: Reading & Writing Foundations Suggested Pacing: 9/27-10/29 5 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.2(D)(i) demonstrate print awareness by: identifying the front cover, back cover, and title page of a book		K.10(C) revise drafts by adding details in pictures or words;	
		K.2(D)(ii) demonstrate print awareness by: holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep		K.10(E) share writing	
		K.2(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
	Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and	<i>*Essential</i>	K.11(A) dictate or compose literary texts, including personal narratives	

	thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
	K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	<i>*Essential</i>	K.11(B) dictate or compose informational texts
Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
	K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		
	K.5(D) create mental images to deepen understanding with adult assistance		
	K.5(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		
<i>*Essential</i>	K.5(F) make inferences and use evidence to support understanding with adult assistance		
<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		
Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	K.6(A) describe personal connections to a variety of sources		
	K.6(B) provide an oral, pictorial, or written response to a text		
	K.6(D) retell texts in ways that maintain meaning		

		K.6(E) interact with sources in meaningful ways such as illustrating or writing	
Knowledge & Skills		K.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, diverse literary texts. The student is expected to:	
		K.7(B) identify and describe the main character(s)	
Knowledge & Skills		K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		K.8(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
		K.8(C) discuss main characters in drama	
Knowledge & Skills		K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses	
		K.1(B) restate and follow oral directions that involve a short, related sequence of actions	
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	

Cluster 3: Reading: Foundations
Writing: Narrative
Writing District Snapshots

		Reading			Writing
Cluster 3: Reading: Foundations Writing: Narrative Suggested Pacing: 11/1-12/17 6 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		K.2(C)(iii) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		K.2(A)(i) demonstrate phonological awareness by: identifying and producing rhyming words	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		K.2(A)(iii) demonstrate phonological awareness by: identifying the individual words in a spoken sentence		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.2(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.2(A)(v) demonstrate phonological awareness by: blending syllables to form multisyllabic words		K.10(C) revise drafts by adding details in pictures or words;	
		K.2(A)(vi) demonstrate phonological awareness by: segmenting multisyllabic words into syllables		K.10(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences	

	K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent		K.10(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name
	K.2(B)(iv) demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list		K.10(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences
	K.2(D)(ii) demonstrate print awareness by: holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	K.2(D)(iii) demonstrate print awareness by: recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries		K.10(E) share writing
	K.2(D)(iv) demonstrate print awareness by: recognizing the difference between a letter and a printed word	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	K.2(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters	<i>*Essential</i>	K.11(A) dictate or compose literary texts, including personal narratives
Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
	K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		
	K.3(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location		
Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen		

		comprehension of increasingly complex texts. The student is expected to:	
		K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance	
	<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
	Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
		K.6(A) describe personal connections to a variety of sources	
		K.6(B) provide an oral, pictorial, or written response to a text	
		K.6(C) use text evidence to support an appropriate response	
		K.6(D) retell texts in ways that maintain meaning	
		K.6(E) interact with sources in meaningful ways such as illustrating or writing	
	Knowledge & Skills	K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		K.8(D)(ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information	
	Knowledge & Skills	K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	

		K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns

Cluster 4: Reading: Foundations
Writing: Informational
Writing District Snapshots

		Reading			Writing
Cluster 4: Reading: Foundations Writing: Informational Suggested Pacing: 1/4-2/4 5 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		K.2(C)(iii) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		K.2(B)(iii) demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.2(B)(iv) demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
	Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		K.10(C) revise drafts by adding details in pictures or words;	

	K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		K.10(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences
Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		K.10(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name
	K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance		K.10(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences
	K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	K.5(C) make and confirm predictions using text features and structures with adult assistance		K.10(E) share writing
	K.5(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	K.5(H) synthesize information to create new understanding with adult assistance	<i>*Essential</i>	K.11(B) dictate or compose informational texts
<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		
Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	K.6(C) use text evidence to support an appropriate response		

		K.6(E) interact with sources in meaningful ways such as illustrating or writing	
	Knowledge & Skills	K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		K.8(D)(ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information	
	Knowledge & Skills	K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	

Cluster 5: Reading: Multiple Genres
Writing: Opinion
 Writing District Snapshots

		Reading			Writing
Cluster 5: Reading: Multiple Genres Writing: Opinion Suggested Pacing: 2/7-3/18 5 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		K.2(C)(iii) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		K.2(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		K.2(B)(iv) demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high-frequency words from a research-based list		K.10(A) plan by generating ideas for writing through class discussions and drawings	
	Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		K.10(C) revise drafts by adding details in pictures or words;	

Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		K.10(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences
	K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance		K.10(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name
	K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		K.10(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences
	K.5(C) make and confirm predictions using text features and structures with adult assistance		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	K.5(D) create mental images to deepen understanding with adult assistance		K.10(E) share writing
	K.5(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
<i>*Essential</i>	K.5(F) make inferences and use evidence to support understanding with adult assistance	<i>*Essential</i>	K.11(B) dictate or compose informational texts
	K.5(G) evaluate details to determine what is most important with adult assistance		
	K.5(H) synthesize information to create new understanding with adult assistance		
<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		

Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
	K.6(B) provide an oral, pictorial, or written response to a text	
	K.6(C) use text evidence to support an appropriate response	
	K.6(E) interact with sources in meaningful ways such as illustrating or writing	
	K.6(F) respond using newly acquired vocabulary as appropriate	
Knowledge & Skills	K.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, diverse literary texts. The student is expected to:	
	K.7(A) discuss topics and determine the basic theme using text evidence with adult assistance	
	K.7(B) identify and describe the main character(s)	
<i>*Essential</i>	K.7(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	
	K.7(D) describe the setting	
Knowledge & Skills	K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	

	K.8(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	
	K.8(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
Knowledge & Skills	K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses	
	K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	
	K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
Knowledge & Skills	K.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
	K.12(A) generate questions for formal and informal inquiry with adult assistance	
	K.12(B) develop and follow a research plan with adult assistance	
	K.12(C) gather information from a variety of sources with adult assistance	
	K.12(D) demonstrate understanding of information gathered with adult assistance	
	K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

Cluster 6: Reading: Fiction & Drama
Writing: Narrative
 Writing District Snapshots

		Reading			Writing
Cluster 6: Reading: Fiction & Drama Writing: Narrative Suggested Pacing: 3/21-4/14 5 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		K.2(C)(iii) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.5(C) make and confirm predictions using text features and structures with adult assistance		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.5(D) create mental images to deepen understanding with adult assistance		K.10(C) revise drafts by adding details in pictures or words;	
		K.5(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		K.10(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences	

	<i>*Essential</i>	K.5(E) make inferences and use evidence to support understanding with adult assistance		K.10(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name
		K.5(G) evaluate details to determine what is most important with adult assistance		K.10(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences
		K.5(H) synthesize information to create new understanding with adult assistance		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		K.10(E) share writing
Knowledge & Skills		K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		K.6(A) describe personal connections to a variety of sources	<i>*Essential</i>	K.11(A) dictate or compose literary texts, including personal narratives
		K.6(B) provide an oral, pictorial, or written response to a text		
		K.6(C) use text evidence to support an appropriate response		
		K.6(D) retell texts in ways that maintain meaning		
Knowledge & Skills		K.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, diverse literary texts. The student is expected to:		
		K.7(A) discuss topics and determine the basic theme using text evidence with adult assistance		

		K.7(B) identify and describe the main character(s)	
	<i>*Essential</i>	K.7(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	
		K.7(D) describe the setting	
	Knowledge & Skills	K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		K.8(C) discuss main characters in drama	
	Knowledge & Skills	K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		K.9(E) listen to and experience first- and third-person texts	
	Knowledge & Skills	K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses	
		K.1(B) restate and follow oral directions that involve a short, related sequence of actions	
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language	
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
		K.1(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

Cluster 7: Informational & Research
Writing District Snapshots

		Reading			Writing
Cluster 7: Informational & Research Suggested Pacing: 4/19-5/20 4 weeks	Knowledge & Skills <i>*Essential</i>	K.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	K.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	K.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		K.10(A) plan by generating ideas for writing through class discussions and drawings	
		K.3(A) use a resource such as a picture dictionary or digital resource to find words		K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	
		K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		K.10(C) revise drafts by adding details in pictures or words	
	Knowledge & Skills	K.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		K.10(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences	
		K.5(A) establish purpose for reading assigned and self-selected texts with adult assistance		K.10(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
		K.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		K.10(E) share writing	

	K.5(C) make and confirm predictions using text features and structures with adult assistance	Knowledge & Skills	K.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	K.5(G) evaluate details to determine what is most important with adult assistance	<i>*Essential</i>	K.11(B) dictate or compose informational texts
	K.5(H) synthesize information to create new understanding with adult assistance		
<i>*Essential</i>	K.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance		
Knowledge & Skills	K.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	K.6(B) provide an oral, pictorial, or written response to a text		
	K.6(C) use text evidence to support an appropriate response		
	K.6(E) interact with sources in meaningful ways such as illustrating or writing		
	K.6(F) respond using newly acquired vocabulary as appropriate		
Knowledge & Skills	K.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

	<i>*Essential</i>	K.8(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance	
		K.8(D)(ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information	
		K.8(D)(iii) recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance	
		K.8(F) recognize characteristics of multimodal and digital texts	
	Knowledge & Skills	K.9 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		K.9(A) discuss with adult assistance the author's purpose for writing text	
		K.9(B) discuss with adult assistance how the use of text structure contributes to the author's purpose	
		K.9(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
	Knowledge & Skills	K.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
		K.12(A) generate questions for formal and informal inquiry with adult assistance	
		K.12(B) develop and follow a research plan with adult assistance	
		K.12(C) gather information from a variety of sources with adult assistance	
		K.12(D) demonstrate understanding of information gathered with adult assistance	
		K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	
	Knowledge & Skills	K.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	

		K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses
		K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language
		K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns